

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature and theoretical framework. It covers the theory and explanation of reading comprehension, teaching reading, fix-up strategy, and previous study

#### **A. Reading**

##### **1. Definition of Reading**

The most important activity in any language class is reading. Reading is a way to consolidate and expand one's knowledge of the language, as well as an important component of information and a fun activity. Reading is critical for broadening one's mind and understanding a foreign culture. Without a doubt, reading is an important activity for increasing one's knowledge of a language. As a result, reading and writing encourage and combine aural-oral learning. (Patel & Jain, 2008)

According to Duffy, Gerald. G. R as cited by (Irawansyah, 2020, p. 8) ” Reading is one of the four language skills learned while studying English. Reading is not something that all students do. Reading takes the most time to teach in elementary and secondary school than any other skill.”

According to Grabe and Stoler (2002: 9), reading is defined as the ability to extract meaning from written material and appropriately interpret it. It means that reading is meaningless unless you understand and interpret the text's meaning.

The ability to find information to improve the readers' knowledge is known as reading competence.

The reading process is used to imprecisely reduce a text's meaning, transmitting the process that results from meaning negotiation. The reader employs awareness, expectation, and skill to communicate textual significance through reading, and each of these elements plays a crucial part in negotiating the text's importance.

The researcher concludes, based on the definitions, that reading must develop so that the reader can understand the meaning of the sentence as well as the meaning of the text. Reading is a technique for assisting students in understanding the classroom teaching and learning process. Teachers are expected to provide specific strategies for engaging students in their lessons because each student has a unique personality.

## **2. Types of Reading**

According to (Patel & Jain, 2008), there are four types of reading. The first activity is intensive reading, which is when the text is read carefully and completely. Reading is used as a foundation for explaining difficulties while increasing vocabulary and term knowledge. This will also provide material to help with language control in both speech and writing. Intensive reading is defined as reading a text or a portion of a text. These students read the text to learn or analyse it. This type of reading aims to read shorter texts and to gather specific information and expand their knowledge

The second technique for gaining an understanding in general of a subject is extensive reading, which includes reading longer discourse texts for enjoyable experiences. Something piques the readers' interest. Readers are not concerned about specific or critical information after reading. People usually read to stay up to date. Third, aloud reading is a basic form of classroom organization and discipline. When students read aloud, they are presented with words that they have never heard before. Reading aloud helps students enhance their communication and word pronunciation skills.

The fourth is Silent reading is a technique that is very important in English teaching. This reading is typically used to help students improve their reading skills. Silent reading is used to obtain a large amount of information. The teacher must require them to read calmly and without difficulty.

## **B. Reading Comprehension**

### **1. Definition**

The ability to process text, understand the meaning of it, and connect it with what the reader already knows is known as reading comprehension. The ability of people to understand text is influenced by their information-processing skills. The process of deriving meaning from linked text is referred to as comprehension. It necessitates both word knowledge (vocabulary) as well as thinking and reasoning. As a result, comprehension is not a passive activity. However, in active reading, the reader actively interacts with the text to develop meaning.

This active participation includes the use of prior knowledge. It entails deducing meaning from the words and expressions used by a writer to convey information, ideas, and points of view (Pang, Muaka, & Bernhardt, 2003) because comprehension is a result of reading, reading and comprehension are closely related. Without reading comprehension, there can be no communication, especially not written communication.

## **2. Component of Reading Comprehension**

Reading comprehension is the process of obtaining and building meaning from written language. The verbs extracting and generating can be used to discuss the significance and obstacles of the text as they relate to reading comprehension. The following are the three components of reading comprehension: (Catherin Snow, 2002)

First, the reader. The readers in this study are the students that are engaged in reading. As a foundation for reading texts, the students need to have cognitive skills and knowledge of language. The mastery of vocabulary, language, and discourse knowledge are all parts of cognitive knowledge, they should be inspired to read as well.

Second, the text. Reading comprehension of students can be assisted by texts. Those can be classed as either simple or complex. Easy texts are appropriate for the readers' and students' background knowledge. This indicates that the texts are simple when students can relate the information presented in the text to what they already know.

Third, the activity. The reading exercise is directly tied to the reading's goal. Reading for various purposes involves various activities. The reading exercise in this study aims to increase the student's reading comprehension skill of the texts. Finding the main idea, locating specific information, inferring the literal meaning of difficult words from the content, and assigning meaning to the entire text are all exercises that help students improve their reading comprehension.

### **3. Level of Reading Comprehension**

The majority of studies have found reading comprehension to be composed of two broad categories as follows:

#### **a. Literal comprehension**

The literal reading is the ability to understand a sentence's main direct meaning in context. Identifying ideas of state, specifics, and effects in that order is one of the foundations of literal understanding. Because a reader must first comprehend what the author is saying, the fundamentals of literal comprehension, including identification, are critical for all levels of reading ability. In addition, the reader locates the material, deduces meaning from contextual cues, follows clear instructions, follows a sequence, recognizes the state conclusions, and recognizes explicitly stated organizational relationships and patterns.

#### **b. Interpretive comprehension**

Interpretative reading is reading between the lines or concluding. It is the way of concluding from inferred rather than explicitly stated ideas. Because interpretation questions concern answers that are not explicitly

stated in the text but are suggested or implied, this level needs a higher level of cognitive skill. Students must connect the statements of various authors, draw conclusions, and make inferences from their work to answer these questions. They must also read between the lines to decipher the text's implied meaning.

## **C. Teaching Reading**

### **1. Definition**

Teaching is a process that happens when the teacher guides and facilitates learning, provides opportunities for students to learn, and creates a learning environment. (Brown, 2000). The process of teaching is intricate; it involves more than just imparting knowledge from the teacher to the students. Numerous things that can be done, particularly when teaching and learning are taking place in a classroom. To help students understand the reading text more easily, teachers might employ a variety of instructional methods when teaching reading. Anyone who teaches must comprehend the guiding concepts and presumptions behind each specific instructional style to employ it successfully.

To guide the students in acquiring any knowledge, the teacher requires it. Additionally, the teacher should use creative methods, such as unconventional approaches and abnormal orientations, to help the students learn. A further discussion of the term "teaching reading" was provided by other specialists. Enabling students to understand the context when they

come into contact with a foreign language is one of the goals of teaching reading, especially for students who are not native English speakers.

In addition, according to Gaol as cited by (Budiati, 2022) Teaching students to infer meaning as well as analyze or synthesize what they have read is part of teaching reading comprehension. It implies that teaching students reading comprehension entails not only teaching them how to read well but also teaching them how to comprehend what they read thoroughly. The teacher also instructs students on how to read and comprehend the content of the text. It assists students in comprehending the passage.

## **2. Strategies in Reading**

Reading strategies are crucial for assisting readers in comprehending written texts. It is difficult to read and comprehend English-language content. To comprehend information from written language, a student must practice reading more English content sequentially. According to Block as cited (Zerine Muslimah, 2022, p. 869) Strategies for reading suggest how readers comprehend the assignments, what clues in the text they pay attention to, how they comprehend what they read, and what they do when they are unable to understand.

In addition, Chamot (Zerine Muslimah, 2022, p. 870) There are three types of reading strategies as follows

a. Metacognitive strategies

Students can use metacognitive techniques to help them reflect on their thinking. This understanding of the learning process enhances their skill to direct their learning. It also improves a person's ability to control their learning motivation and self-control. Organizing how to solve learning problems, selecting the best methods to use, determining progress, and monitoring comprehension are all examples of metacognitive activity.

b. Cognitive strategies

The cognitive strategy is a type of learning activity that students use to understand linguistic input and gain knowledge. Students consistently succeed in developing their reading skills. Cognitive strategies are learning techniques that improve internal functions. It went over learning strategies, reminder techniques, and how to deliver direct messages. If students can successfully grasp the internal process, they will learn on their own. They will be able to solve problems and communicate ideas effectively.

c. Social Affective Strategies

Social techniques encourage more contact with the target language, affective techniques support emotional needs such as learner confidence. Feelings, behaviors, attitudes, and values are all examples of affective behavior. The importance of affective factors in language learning cannot be overstated. Affective methods can



assist language learners in gaining control over these elements. The three primary categories of affective tactics are taking one's emotional temperature, reducing anxiety, and encouraging oneself. One of the most important factors that determine whether language learning is successful or not is the affective side of the learner.

#### **D. Fix-up Strategy**

##### **1. Concept of Fix-up Strategy**

According to Judy S, Raymond F, Charlene E as cited by (Nikmah, 2020, p. 19) Rereading the material, reading ahead to ensure a confusing point is clarified, and finding out word meanings from context are all part of fixing up a strategy. Improving the language in a text can help students understand it better. Fix-up strategy requires the reader to carefully read the source text to obtain the core information to be exposed.

Next. Klingner, voughn, and boardman as cited by (Nikmah, 2020, p. 20) fix-up strategy is a method of assisting students in understanding what they are reading by looking for connections between what they are reading, what they have previously learned, and their own experiences. A fix-up strategy is also referred to as a "look back." It is a strategy in which a reader looks backward and sometimes forwards in a text to resolve any meaning stumbling blocks encountered while reading. To use hindsight, the reader must first recognize the significance of monitoring meaning while reading.

Readers can rely on this repair strategy to get home and understand what they read. When students are reading and are unable to understand the text,

they use this strategy to capture the text message. This strategy provides readers with processes to recover meaning, such as re-read, reading ahead, or looking for unfamiliar words, and can help students understand texts.

One of the most important tools students can develop to improve their reading comprehension is the fix-up strategy. The reader's ability to evaluate their own text comprehension limits the effectiveness of repair options. Teachers and students can talk about how they know when they have lost maintain of what they're reading. By using the fix-up option terms, students can reach this high-level of their metacognition in both the classroom and the library.

## **2. Steps in Fix-up Strategy**

According to Tovani as cited by (Jamila, 2020) the following are several steps in the fix-up strategy. First, an overview. Students are instructed to scan the text, then preview and consider what the text is about. The second step is forecasting. Students read the headline of the text and predict what will probably happen next in the text. Finally, there is reading. The students are finishing the activity by reading the entire text and determining whether their prediction was correct or not. Fourth, make a connection. The student reflects on an experience that is related to the text. Following that, visualize. The students draw the characters mentioned in the text using their imaginations. The students then draw conclusions based on what they have read. It helps students summarize the main points of the text they read. Students should retell

the story and ask new questions after reading the text to see if they recognize the material itself.

In regards to the experience, the strategy's implementation was excellent. It can demonstrate that the implementation of an experiment strictly complied to the author's fix-up strategy. However, if the strategy is not taught to the students beforehand, they will be unable to use it. As a result, the teacher's role in implementing this strategy is critical. The three actions for utilize the application of the fix-up strategy to students are as follows:

In the beginning, show students material that you find difficulty and tell them that even good readers can get confused while reading. Show students how to recognize a problem with their comprehension and interruptions in meaning, then read aloud a difficult piece of text and have them keep the fix-up strategy to regain meaning. Confusion is recognized by good readers, who devise a strategy to restore meaning.

Second, give your students a list of repair methods. Request that the theme use these strategies while reading their assignments. Ask them to try at least one repair strategy before you assist them in resolving their confusion. Good readers do not give up when they become confused. To clear up the confusion, they apply this strategy. Finally, show how listening to the voices your mind can help you determine which fix-up strategy to use.

## **E. Narrative Text**

### **1. Definition of Narrative text**

Narrative text is any written English text in which the writer wishes to entertain, educate, or deal with actual or fictitious events in various ways. A narrative is a text with five components: orientation, complication, resolution, and reorientation, in which a writer amuses, entertains, and deals with actual or fictitious experiences. A narrative text is a type of genre text. It is the material that the researcher used to teach writing text. A narrative text is a type of story, either fictional or true, that constricts a series of events in which how the story is told and how the context is presented aspects of the story construction.

According to Barthes as cited by (Karomah, 2020, p. 13) Narrative is an uncommon genre of text. The composition of the text is distributed by the author as if it were material for receiving human stories. It can be delivered in a variety of ways, including articulated, spoken or written language, fixed or moving images, movement, and so on. Narrative texts include myths, legends, fairy tales, and history, as well as tragedies where the story can be picked up and recorded through stories, novels, epics, drama, comedy, stained glass windows, and so on.

### **2. Generic Structure of Narrative Text**

According to Anderson as cited by (Yunita, 2019) The first section of a narrative text is orientation, in which the narrator describes the situation of the characters, what they want, and when and where the story takes place. In other

words, it answers the questions of who, what, when, and where. This section can usually create an atmosphere that piques the interest of readers or listeners.

Second, the stage at which a crisis occurs is referred to as a complication. To make the story more interesting, the main character usually encounters difficulties in the middle. Third, a resolution is the point at which a satisfying story resolves the complication. Some narratives, on the other hand, leave readers or listeners wondering how the stories end.

Fourth, re-orientation is a stage that returns listeners or readers to the present and provides a magical summary of the events, similar to the moral value at the end of fables. This is a more common and optional stage in written narratives.

### **3. Language features**

The following are some narrative text language characteristics: First, concentrate on specific and unique participants. The character in the story is specific rather than general. Cinderella, Snow White, and others. The second is to use an action verb, such as killed, thief, or walked. The third strategy is to use past time. The fourth type of conjunction is a time conjunction (when, then, suddenly, etc.). The fifth example is the use of time adverbs like once, once upon a time, formerly, in the past, and a long time ago. Direct speech is the final technique used to bring the story to life. Snow White, for example, stated, "My name is Snow White."

## **F. Previous Study**

This strategy has been carried out by several researchers to find out whether this strategy can improve students' reading comprehension or not. The first study was conducted by Hidayati, (2021). In their research article entitled "The Impact of Fix-up Strategy on Indonesian EFL Learners' Reading Comprehension", the researchers investigated the impact of using fix-up strategy as a special treatment to address students' problems in reading that could not be addressed only by general reading comprehension courses. The study used a quasi-experimental design involving 69 students of MTs Al-Hikmah Bandar Lampung, Indonesia. The researchers randomly selected students into two groups, namely the control group and the experimental group. The students were given a preliminary test to evaluate basic reading comprehension. The researchers then applied treatments to each group, using conventional reading activities in the control group and remedial strategies in the experimental group. Based on the analysis of students' test results, the application of fix-up strategy can help students understand difficult parts of English texts. The treatment with the fix-up strategy has made the learning conditions conducive so that students can actively and independently self-correction when encountering confusing texts.

The second previous research was conducted by Nikmah, (2020) with the research title "Improving Students' Reading Comprehension by Using the Fix-Up Strategy among Tenth Grade Students at Ma Muhammadiyah Metro" This research investigates how the fix-up strategy helps students in the learning

process and can improve students' reading comprehension. The research method used was Classroom Action Research (CAR) which was conducted in two cycles. The study was conducted on 10 tenth grade students of MA Muhammadiyah Metro. This research used preliminary test, cycle 1 test I, and cycle 1 test II, observation, and documentation. The test in this study consisted of a preliminary test conducted before treatment and a cycle 1 test conducted at the end of each cycle. Based on the observation of students' tests, the fix-up strategy can improve reading comprehension and learning activities of tenth grade students at MA Muhammadiyah Metro.

The third research was conducted by Mualifa, (2019) with the research title "The Effectiveness of Using Fix-up Strategy to Teach Students' Reading comprehension of Narrative" the purpose of this study was to explain the effectiveness of using the fix-up strategy to teach reading comprehension of narrative text in the eleventh grade of MANU 01 Banyuputih Batang. This research design is experimental research conducted on two classes, namely experimental class and control class as samples. The first class was given narrative text without fix-up strategy and the second class was given narrative text using fix-up strategy. Both classes were given a preliminary test to find out the initial level of ability between them, after which both classes were given a cycle 1 test to find out whether or not there was a difference in their abilities. Based on the observation of the students' tests, this study concludes that the fix-up strategy is effective in teaching reading narrative texts. By using the fix-up

strategy, the researcher can create an interesting teaching and learning process in the classroom because students feel happy and do not feel bored.